



**Ichabod Crane School District**  
**2022-2023 Marking Period 1**  
**Data Report**

# RIDERS' PATHWAY TO SUCCESS

## Riders' Pathway to Success

### Quarter 1, 2022-2023

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3. **Table 3:** This table tracks proficiency rates and progress toward the iReady improvement goal for Kindergarten through second grade as identified in Target #3. This is the second year of our implementation of the iReady platform and as such the baselines have been identified as the spring diagnostic cycle from the 21-22 school year.
4. **Table 4:** This table tracks Target #4 which aims to increase proficiency rates on NY State Assessments in Grades 3-8. Targets for ELA and Math are set based on data from the 2020-2021 NY State Assessment results in grade 3-8 and have been set based on regional comparisons. District common assessments are being utilized as a predictor for meeting the target increase in proficiency level in grades 7 and 8. In place of common assessments, a combination of iReady metrics is being used to track progress for grades 3 through 6.
5. **Table 5:** This table tracks progress toward Target #5 which aims to increase mastery rates on High School Regents exams using 2021-2022 as the benchmark. District common assessments are being utilized and data analyzed as a predictor for meeting the target increase.

\* Note all new targets for 2022-2023 referenced above were developed collaboratively through the Riders' Pathway Teams.

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**Table 1:**

Riders' Pathway to Success Target #1: Project 95 95% or Above Graduation Rate									
Cohort	2014 Baseline	2015	2016	2017	2018	2019	2020	2021	2022
Grade Level in 2020-21	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Seniors	Juniors	Sophomores	Freshmen
Total District Cohort Size	153	147	137	121	144	125	141	167	143
Total Ichabod Crane High School Cohort Size	145	137	128	117	136	121	137	159	140
High School Graduates	124	130	125	112	135	0	0	0	0
*High School Drop Outs	12	5	0	1	0	0	0	0	0
**High School Behind Grade Level/Still Enrolled	4	2	3	4	3	5	4	0	0
High School Transferred to GED	2	0	0	0	0	0	0	0	0
2017-18 High School Grad Rate	85.5%								
2018-19 High School Grad Rate		94.9%							
2019-20 High School Grad Rate			97.7%						
2020-21 % On-Track to Graduate				95.7%					
2021-22 % On-Track to Graduate					97.8%				
2022-23 % On-Track to Graduate						95.87%			
2023-24 % On-Track to Graduate							97.08%		
2024-25 % On-Track to Graduate								100.00%	
2025-26 % On-Track to Graduate									100.00%

The graduating class of 2023 is currently on track to exceed our target of 95%. It is important to note that reporting on graduation data lags one year behind. Therefore 2022-2022 graduation data will be reflected on our 2022-2023 NYS Report Card.

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**Table 2a:**

Riders' Pathway to Success Target #2a: Reduce High School Course Failures 1st Quarter					
Departments	BASELINE 2021-22 1st Quarter Failures Number of Students	BASELINE 2021-22 1st Quarter Failures Percent of Students	2022-23 1st Quarter Failures Number of Students	2022-23 1st Quarter Failures Percent of Students	Target Reached Y or N
English	27	4.73%	21	3.69%	Y
Mathematics	38	7.32%	23	4.24%	Y
Science	30	6.02%	13	2.29%	Y
Social Studies	48	8.86%	39	7.03%	Y
Health	13	15.48%	5	6.25%	Y
Art	0	0.00%	3	1.22%	N
Technology	2	1.20%	16	8.99%	N
Music	1	0.80%	1	0.81%	N
World Languages	10	5.10%	11	5.61%	N
Physical Education	18	3.30%	14	2.55%	Y
<b>Totals</b>	<b>187</b>	<b>5.45%</b>	<b>146</b>	<b>4.05%</b>	<b>Y</b>

High School course failures for Quarter 1 are much lower when compared to Quarter 1 from 21-22 and are approaching pre-pandemic levels. In three of the four academic areas where the target was not met, there was either a one or two student difference. We continue to apply intensive and targeted interventions at the high school for students who are behind and who have struggled the most to recover from the pandemic including formal AIS classes, access to after school homework centers, and tutoring. This year we have also committed to a mental health focus in addition to increased academic support made possible through grant funding. We have added shared counseling and school psychology staff, have continued the school social worker position, and continue to work with outside agencies including Columbia County Office of Mental Health to provide services to students and families in need. Of note is the use of one grant funded school counselor position dedicated to working with 15 of our most at risk students demonstrating organizational and executive functioning needs. Additionally, each counselor has a caseload of students with failing grades who they are responsible for providing direct support to.

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Table 2b:

Riders' Pathway to Success					
Target #2b: Maintain or Reduce Middle School (Grades 6-8) Course Failures					
1st Quarter					
Departments	BASELINE 2021-22 1st Quarter Failures <small>Number of Students</small>	BASELINE 2021-22 1st Quarter Failures <small>Percent of Students</small>	2022-23 1st Quarter Failures <small>Number of Students</small>	2022-23 1st Quarter Failures <small>Percent of Students</small>	Target Reached Y or N
English	7	1.85%	11	2.96%	N
Mathematics	9	2.37%	3	0.81%	Y
Science	1	0.26%	3	0.81%	N
Social Studies	4	1.06%	5	1.34%	N
Health	9	12.86%	13	11.02%	Y
Art	0	0.00%	1	1.05%	N
Technology	0	0.00%	0	0.00%	Y
Music	1	0.64%	0	0.00%	Y
LOTE	5	1.35%	9	2.42%	N
Physical Education	0	0.00%	0	0.00%	Y
Totals	36	1.32%	45	1.65%	N

Middle school course failure rates have stabilized and in most cases have met the target for Quarter I or were within one or two students. As in the high school, interventions including after school homework centers, use of one on one tutoring through the FEV Tutor platform has recently been opened to all students and targeted tutoring designed for at-risk students, formal tiered academic interventions for students who continue to struggle, academic probation, and ongoing child study team meetings where individualized interventions are devised and applied. Additionally, new for this year after a schedule redesign is the addition of one extra period each of ELA and Math on an every-other day rotation to increase student and teacher contact time.

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Table 2c:

Riders' Pathway to Success Target #2c: Maintain or Reduce Grade Level Failures 1st Quarter					
Grade Level	BASELINE 2021-22 1st Quarter Failures <small>Number of Students</small>	BASELINE 2021-22 1st Quarter Failures <small>Percent of Students</small>	2022-23 1st Quarter Failures <small>Number of Students</small>	2022-23 1st Quarter Failures <small>Percent of Students</small>	Target Reached Y or N
6	8	6.84%	8	6.45%	Y
7	13	10.57%	15	12.20%	N
8	7	5.04%	7	5.60%	Y
9	25	15.15%	24	16.22%	Y
10	38	27.94%	28	18.42%	Y
11	27	23.08%	29	21.17%	Y
12	16	12.21%	9	7.56%	Y
<b>Total</b>	134	14.44%	120	12.93%	Y

Six out of seven grade levels met the target of maintaining or reducing the number of students failing a course for the first quarter and overall, are approaching pre-pandemic levels. We are encouraged to see this progress compared to the 21-22 school year. We continue to focus on skill gaps across the secondary program through the AIS program and with classroom teachers who are tasked with applying tier one interventions. New counseling and psychology positions are focused intently on the needs of these groups of students and are supporting organizational, mental health, and executive functioning needs.

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**Table 3:**

Riders' Pathway to Success							
Target #3: 10% increase in proficiency rates on iReady spring diagnostic							
Grade Level	Reading 2021-22 iReady Reading Diagnostic Proficiency Rate	% of iReady lessons passed with a score of 90% or higher (Q1)	Diagnostic #2 (January administration) % of students achieving half of the typical growth goal	% of iReady lessons passed with a score of 90% or higher (Q3)	Diagnostic #3 (June administration) % of students on Grade Level	Target	On track to meet target?
K	42%	51%				52%	N
1	44%	61%				54%	Y
2	39%	68%				49%	Y
Grade Level	2021-22 iReady Math Diagnostic Proficiency Rate	% of iReady lessons passed with a score of 90% or higher (Q1)	Diagnostic #2 (January administration) % of students achieving half of the typical growth goal	% of iReady lessons passed with a score of 90% or higher (Q3)	Diagnostic #3 (June administration) % of students on Grade Level	Target	On track to meet target?
K	34%	39%				44%	N
1	29%	69%				39%	Y
2	14%	71%				24%	Y

Targets at the primary school include specific iReady proficiency goals for Kindergarten through grade two for this year. We are in the second year of implementation of the platform and have phased out the use of common assessments to track progress in favor of more standardized metrics taken four times per year. In consultation with the lead statistician at iReady, we are using a percentage passing rate on lessons inside the system as a predictor alongside the formal, three-times yearly diagnostic. There are high correlations between percentages of lessons passed with high scores, with students making half their typical growth at the midpoint of the school year and the overall proficiency rates.

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**Table 4:**

Riders' Pathway to Success							
Target #4: Increase proficiency rates on the 3-8 NYS ELA and Math tests by 5% for grade levels scoring at or above regional median and by 10% for grade levels scoring below the regional median							
ELA							
Grade Level	2021-22 % Proficient NYS ELA	% of iReady lessons passed with a score of 90% or higher (Q1)	Diagnostic #2 (January administration) % of students achieving half of the typical growth goal	% of iReady lessons passed with a score of 90% or higher (Q3)	Diagnostic #3 (June administration) Early or Mid on Grade Level	2022-23 Target % Proficient	On Track to Reach Target Y or N
3	58%	52%				63%	N
4	58%	51%				63%	N
5	40%	36%				45%	N
6	62%	39%				67%	N
		Common Assessment 1 Proficiency	Common Assessment 2 Proficiency	Common Assessment 3 Proficiency	Common Assessment 4 Proficiency		
7	54%	52%				59%	Y
8	47%	90%				52%	Y
Math							
Grade Levels	2021-22 % Proficient NYS Math	% of iReady lessons passed with a score of 90% or higher (Q1)	Diagnostic #2 (January administration) % of students achieving half of the typical growth goal	% of iReady lessons passed with a score of 90% or higher (Q3)	Diagnostic #3 (June administration) Early or Mid on Grade Level	2022-23 Target % Proficient	On Track to Reach Target Y or N
3	48%	59%				53%	Y
4	47%	57%				52%	Y
5	23%	54%				33%	Y
6	23%	48%				33%	Y
		Common Assessment 1 Proficiency	Common Assessment 2 Proficiency	Common Assessment 3 Proficiency	Common Assessment 4 Proficiency		
7	41%	75%				46%	Y
8	41%	92%				46%	Y

To track this goal of increased proficiency on the 3-8 ELA and Math exams, we are using interim iReady data for grades 3-6 as we are at the primary school, and common assessments for grades seven and eight as we are at the high school. Results displayed here in this chart are not far away from expectations. We have re-instituted AAA meetings to be leveraged regularly to make adjustments to instruction based on student data. As we continue with the iReady platform and to make adjustments to how it is used at the middle level, we expect the interim data to become more and more predictive.



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**Table 5:**

Riders' Pathway to Success Target #5: Increase Students Achieving Regents Mastery by 5% (85% and Above) Progress Tracking							
Course	BASELINE 2021-22 Building-Level Mastery	Common Assessment 1 Mastery	Common Assessment 2 Mastery	Common Assessment 3 Mastery	Common Assessment 4 Mastery	22-23 Targets	On Track to Reach Target? Y or N
Algebra I	13%	25%				18%	Y
Algebra II Trig	41%	42%				46%	N
ELA	42%	24%				47%	N
Geometry	15%	27%				20%	Y
Global History	27%	56%				32%	Y
Living Environment	31%	46%				36%	Y
Chemistry	11%	24%				16%	Y
Earth Science	36%	32%				41%	N
Physics	24%	41%				29%	Y
US History	**42%	31%				47%	N

2022-2023 Regents mastery rates: Use of common assessments at the high school level has proven to be more predictive of outcomes than in the elementary grades; we plan to continue the practice through this school year. The data reflected in this chart is in line with other information collected at the high school level, and reflects incremental gains as we continue through a pandemic recovery period. Six out of ten courses met the benchmark for the first quarter and one more showed improvement over last year and was within 4 points of meeting the 5% increase goal. Of note, in ELA the common assessment was adjusted to increase rigor for this school year. Academic teams and individual teachers are leveraging AAA meetings with more regularity this year in an effort to target areas of weakness and to improve outcomes.

\*\*The US History Regents was canceled in the late spring of 2022. We substituted a local measure of mastery rates on the final exam for that course and will use that result as the baseline for the 2022-2023 school year.